District Accreditation Progress Report

Executive Summary

Please provide an introductory Executive Summary from the Superintendent regarding the overall actions taken following the Quality Assurance Review (QAR) visit and any challenges that lie ahead.

1. Based on the actions taken by your institution to address the recommendations provided by the QAR team, what has been the impact on your institution's overall effectiveness?

The School District of Palm Beach County continues to focus on: (a) Data-driven decisions that ultimately enhance school performance; (b) streamlining district-level processes; and (c) maintaining the quality assurance necessary to ensure continuous improvement. The District immediately became aware and responded to the recommendations provided by the QAR team. The impact has kept the system focused and determined to stay among the best school systems in the nation. Palm Beach County is the only urban public school system in Florida to achieve an A-rating from the State for 5 consecutive years.

2. What would you consider to be challenges that still lie ahead and how do you plan to address those challenges?

Closing the achievement gap continues to be the system's greatest challenge. While training of professional staff to accomplish this goal has been enhanced, the effort continues to challenge the system. Additionally, societal influences, unfunded State mandates, time, and restrictive regulations remain among the many obstacles. With the current economy in Florida and nationally, funding to keep all programs and academies maintained is a critical challenge. The District is addressing these challenges by encouraging schools to sustain their programs through greater creativity, thinking "outside-the-box," as well as greatly increasing community and business collaborations and partnerships. The District is more collaborative among its departments and it seeks much deeper input from all stakeholders in order to implement programs that best serve all students. In addition, the District works closer with state representatives to enhance school performance and to allow more students access to careers straight from high school, or to colleges without the need for remediation. The District also encourages legislators to support increased funding.

3. How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?

Keeping students in school and increasing the graduation rate are first and foremost. A key element to this goal is providing all students the skills to be successful in post-secondary education or the workplace. The accreditation activities brought to light that the school system must look beyond Florida to the rest of the nation and internationally. Since the QAR visit, the system now aligns its internal data to that of the National Assessment of Educational Progress to see how schools and the system compare nationally. The upcoming alignment to the Trends in International Mathematics and Science Study will allow international comparisons. These efforts will help to prepare students from Palm Beach County to effectively compete in the marketplace as global citizens. To this point, the system must continuously monitor for fidelity of implementation and professionally develop all staff so that the knowledge and skills needed for the 21st century are acquired by all students.

Recommendation

In addition, please summarize the district's actions to date related to each of the team's recommendations. Please indicate the current status of each recommendation:

Recommendation #1: Develop, integrate, and monitor metrics of success for high-performing students beyond the FCAT results and for high-performing systems beyond Florida (p.7).

Recommendation Status
Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports fulfillment of the recommendation.
In Progress – The district is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
Did Not Address – The district has not taken any action for one or more of the following reasons: a) it lacks the resources necessary to address the recommendation; b) it fully intends to address the recommendation but has yet to initiate action;
Rejected With Rationale Provided – The district has not taken any action because it professionally disagrees with the recommendation and does not believe that fulfillment of the recommendation will help the district improve

Recommendation Status:
□ Completed   □ **In Progress**   □ Did Not Address   □ Rejected With Rationale Provided

The District believes the status of this recommendation is *In Progress*.

Summary of Actions
Note the instructions that are provided for this section change depending on the status checked for this recommendation.

If the recommendation is "In Progress," please follow these instructions:
Please summarize the **actions** taken to date in your efforts to meet this recommendation. Describe how you are **monitoring** your progress toward meeting the recommendation. Summarize any initial results of **evaluations** of current actions. Discuss any **challenges** you are facing in addressing this recommendation and how you plan to address those challenges. Include a list of **next steps** and the anticipated date of fulfillment of this recommendation.

The School District of Palm Beach County is currently engaged in actions and processes that address the first recommendation of the visiting team, but has yet to fully implement the steps necessary to complete the recommendation. In accordance, the following has been initiated:

- The District measures high-performing students for College readiness as measured by SAT, ACT, and CPT; Participation and performance in Advanced Placement courses, Participation and performance in the International Baccalaureate Program;

- The District, with regard to graduation, has established a partnership with the College Board to develop measures related to college success of high-performing students; and

- The District, in connection to high-performing systems, developed a methodology to align the Florida Comprehensive Achievement Test (FCAT) results to the National Assessment of Educational Progress (NAEP) for reading and also for mathematics and the Trends in International Mathematics and Science Study (TIMSS) for mathematics. NAEP will allow the District to compare progress in student achievement to that of high performing States in the Country, and TIMSS will allow the District to compare progress in student achievement to that of high performing countries. Comparisons will be made beginning in June 2010.

In addition, the District is in the process of aligning its Key Results analyses to national as well as state standards in order to better monitor student progress as compared to high performing systems. Included in the analyses are: (a) Increased emphasis in areas of college readiness as measured by participation in and performance on the ACT, SAT, and CPT; (b) Identifying all high school students who have a high probability of success in accelerated courses and tracking their enrollment; and (c) Monitoring graduation rate, including that of at-risk students, using the method for calculating graduation rate adopted by the National Governor's Association.

As mentioned, since the accreditation visit, the District established a partnership with the College Board to develop measures related to college success in high performing systems. Actions were taken to provide students the opportunity to take the PSAT, ACT, and SAT. High-achieving students were and are continuously enrolled in Advanced Placement (AP) and/or International Baccalaureate (IB) courses. These actions are monitored through assessment results on the PSAT, ACT, SAT, AP and IB exams. Challenges that continue to present themselves in this area have been mostly related to preparing students for the exams and the financial commitment of providing the exams. Schools addressed the need to prepare students through tutorials before and after school. The curriculum department addressed the need to prepare students for these exams through lesson plans created for the district's Curriculum Frameworks.

Students also have access to and enroll in Florida's Virtual School courses for acceleration and are able to dual enroll in on-line courses. Monitoring is continuous through the Learning Management System. Technical and academic challenges are met as the need arises.

Also note that since the Quality Assurance Review visit, measures of success beyond FCAT proficiency were set by the state via Senate Bill 1908, which established new High School Accountability standards for post-secondary readiness with regard to the performance and participation of students in AP, IB, Dual Enrollment, AICE, and industry-certification examinations and as measured by the SAT, ACT, or CPT. Below is a table indicating those measures followed by the support provided by the District to achieve those measures.

School Grade Criteria (Cut Scores) for Post-Secondary Readiness					
CPT		SAT		ACT	
Algebra	72	Math	440	Math	19

Reading	83	Verbal	440	Reading	18

End of Course Exams	Passing
AP	3+ (out of 5)
IB	4+ (out of 7)
AICE	E (out of E-A)

Subsequently, the District paid to have the PSAT given to all 9th graders in October, 2009, and for the SAT to be given to all 11th graders on April 14th, 2010, during the school day. Test administration was preceded by training and monitored by the district, the College Board, and the Educational Testing Service (ETS). Support has been provided through professional development for administrators and teachers (Advanced Placement Achievement Institute 2009-2010, AP one-day seminars, Vertical Team Pre-AP training, Principals' High School Accountability and CAO meetings, distribution of an AP Toolkit with information and strategies, AP Potential training, two Professional Development Day AP and IB mini-conferences and AP Roundtable meetings throughout 2009-2010) as well as the development of tutoring lessons for extended-learning opportunities for students (available to all schools, post 2009, via the TrainU online platform).

The PSAT and SAT test administration is monitored in the same manner as FCAT testing through documentation and review of procedures by the district, the College Board and ETS. AP classroom walkthroughs were conducted at several schools by the College Board (December 2009 and February 2010), and are conducted by administrators at school sites to ensure rigorous instruction is aligned to course descriptions and expectations for AP, IB, AICE and industry-certification examinations. The Education Data Warehouse reports, AP Integrated Summary Reports, individual AP Instructional Planning Reports, International Baccalaureate subject area reports, classroom walkthroughs, College Board online tools for teachers, and administrators and students data chats (PSAT Tools, AP Potential and SAT Skills Insight programs) are used to evaluate the success of these initiatives.

Next steps include: (1) The District is working in collaboration with the College Board to perform a district-wide College Readiness Diagnostic to create a plan of action to improve and sustain college readiness status for all students (Contract approved March 3, 2010, and diagnostic anticipated in October, 2010); and (2) The District is currently in discussion with the College Board to create a set of non-cognitive College Readiness Indicators that can be used to create a backward map of K-12 indices with appropriate intervention measures that would ensure college and career readiness for all students.

Recommendation #2: Develop and initiate a formal program of services and support for the at-risk population. (p.8)

Recommendation Status
Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports fulfillment of the recommendation.
In Progress – The district is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
Did Not Address – The district has not taken any action for one or more of the following reasons: a) it lacks the resources necessary to address the recommendation; b) it fully intends to address the recommendation but has yet to initiate action;
Rejected With Rationale Provided – The district has not taken any action because it professionally disagrees with the recommendation and does not believe that fulfillment of the recommendation will help the district improve

Recommendation Status:
□ **Completed**   □ In Progress   □ Did Not Address   □ Rejected With Rationale Provided

The District believes the status of this recommendation is *Completed.*

Summary of Actions
Note the instructions that are provided for this section change depending on the status checked for this recommendation.

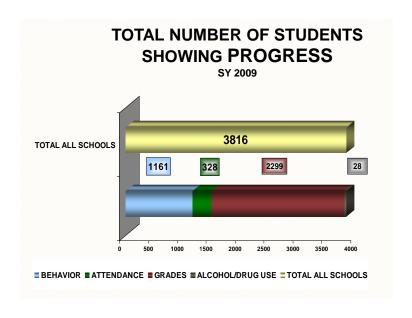*If the recommendation is "Completed," please follow these instructions:*

Please summarize the **actions** taken to address this recommendation. Summarize the results, and describe how the actions and results were **evaluated** to determine success. Summarize the **evidence** that the district has gathered to support its fulfillment of the recommendation.
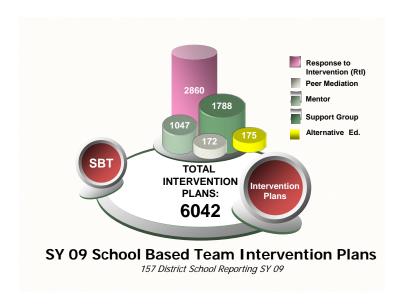
In response to this recommendation, the District created additional aspects to the already comprehensive and balanced assessment system. The Educational Data Warehouse (EDW) generates data used to inform instructional decisions and to track student academic progress. Multiple reports have been developed, since the Quality Assurance Review, which allow the identification of at-risk students who are eligible for special programs (e.g., Intensive Reading and Math Compliance Listings, SAI Current and Potential Reports, and improved SSAASY Reports). Also, additional data filtering capabilities help to identify students in at-risk groups (e.g., At-Risk Cohort, Lowest 25% Reading and Math Gains, Non-Proficient FCAT Levels, and at-risk NCLB groups).

The District's Prevention Center took the following actions to address this recommendation. Prior to the accreditation visit, the School District mandated that each school have a problem-solving team, which was called the School Based Team (SBT). These student-assistance teams addressed the

needs of individual at-risk students through review of the identified problem, strategizing solutions, preparing intervention plans, following up, and ensuring progress monitoring. The Prevention Center provides training to the team leaders, on-site technical assistance, school-based staff development, and monitoring and data collection. Beginning in 2009-2010, after the AdvancED® visit, the SBT teams became the mechanism for implementation of Response to Intervention (RtI) for at-risk students. The effectiveness of the RtI or SBT initiative was and continues to be evaluated by studying utilization and numbers of students referred to the teams, types of referrals, number of implementation plans generated, results of the intervention, and numbers of schools participating. Results for 2009-2010 are outlined below:

RtI/SBT REFERRALS
SY 2009

	Total Referrals	Behavior	Attendance	Alcohol or Drugs	Academic Reasons	RtI Tier 2	RtI Tier 3
Elementary	6689	1473	392	2	4824	1864	606
Middle	1382	720	174	37	552	207	60
High	596	170	144	32	291	142	18
Alt. Ed.	128	71	30	8	26	30	19
Total All Schools	8795	2434	740	79	5693	2243	703

All data based on 157 End of Year school reports, received by July 1, 2009

TOTAL NUMBER OF STUDENTS SHOWING PROGRESS
SY 2009

TOTAL ALL SCHOOLS: 3816

1161 | 328 | 2299 | 28

BEHAVIOR ATTENDANCE GRADES ALCOHOL/DRUG USE TOTAL ALL SCHOOLS

SY 09 School Based Team Intervention Plans

157 District School Reporting SY 09

In addition to the RtI or SBTs, the Prevention Center conducted and continues to conduct FACE IT[SM] an award -winning alternative to suspension program for alcohol, tobacco, and other drugs (ATOD). FACE IT[SM] is a substance abuse prevention and early intervention program for youth ages 12 to 18 and their parents or caregivers. Its mission is to empower families to support their at-risk youth in making healthy choices regarding ATOD, thereby improving their academic achievement. Students who are suspended for the possession or use of ATOD on school campuses or at school-sponsored events have the option of reducing out-of-school days by completing FACE IT[SM]. Students may also self refer, be referred by their families, or be referred from Youth Court. FACE IT[SM] is evaluated by measuring: (a) out-of-school suspension days; (b) program utilization and completion; and (c) recidivism. Results from the previous 2 years are charted below:

	Number of Families Served	Recidivism Rate For Repeat Alcohol Tobacco, and Other Drug Offenses	Completion Rate Of Those Who Began The Program	Days Saved in Out-of-School Suspension
2008	453	5%	82%	1,505
2009	598	4%	83%	1,829

Next steps for the district's prevention center include a continuation of supporting these processes and programs. Funding limitations will determine the number of sites that will continue with Face It[SM]. The District has since been asked to propose expanding the Tobacco Prevention Course statewide. Funding limitations and concerns will impact the continuation of all the courses.

Since the District has fully implemented RtI as one way of addressing students at-risk, a matrix of remediation strategies and programs was created to align with specific student needs. This matrix is a tool for SBTs to use after identifying a student's need and prescribing a strategy and program for intervention. Student's responses to the intervention are monitored on a continual basis with regard to the student's specific need.

Following the accreditation visit, the District initiated the implementation of *Read 180* for middle school students struggling with reading and *Edge* for high school students struggling with reading.

The students' success has been and continues to be monitored through Fluency probes, three times a year, the Scholastic Reading Inventory, the *Read 180* and *Edge* technology components, and through the District's Fall and Winter Diagnostics. Also, since the external review, the District created Curriculum Frameworks with a system-wide fully implemented scope and sequence used to align lesson plans to Florida's Sunshine State Standards. The Frameworks include strategies and materials to address at-risk students. Fidelity of implementation for this initiative is monitored by classroom walkthroughs, instructional reviews, and analyses of the Fall and Winter Diagnostics as well as annual FCAT results. The district implemented a *Summer Retake Academy* to prepare students for the retaking of the FCAT in October and implemented a *Saturday Success Academy* to provide tutoring for students in K-12 in preparation of FCAT Writing, Reading, Mathematics, and Science. The *Summer Retake Academy* and *Saturday Success Academy* are monitored based on the FCAT Retake results.

The District also expanded a College Success Program with the goal of preparing all students to engage in Advanced Placement coursework and making college accessible to all students through academic readiness, addressing and reducing the barriers to college, and providing support to traditionally underrepresented students to make and fulfill a post-secondary goal. College Success Program details are outlined below:

- College Success Classes are provided to approximately 700 students served within 7 high schools. First generation college students serve as mentors by going into the College Success Classes as presenters, facilitators, and mentors to help students identify and remove barriers to college and to assist students in developing thinking, studying, and organizational skills essential to academic success.
- *Realizing the College Dream* provided by the ECMC Foundation is the curriculum used in the College Success Classes. Training was provided, following the Quality Assurance Review Visit recommendations, during the subsequent school year in October, 2009.

The District also created a community partnership with the Johnson Scholarship Foundation to develop the Johnson Scholars Program. This program works in collaboration with the College Success Program by providing a scholarship incentive program to five targeted high schools. Currently 170 students are served in five schools. Johnson Scholar Program details are outlined below:

- Freshman cohorts are selected from the College Success Classes. The cohorts meet regularly to address their barriers to college readiness and take college tours to increase motivation for setting and fulfilling their post secondary education plans.
- When the cohort reaches their graduation year, ten scholars per school receive a $10,000 scholarship to be disbursed over their four years of college. The overall impact to the students through 2015 will be $1.6 million dollars. The first scholarships are anticipated for award beginning 2011. The total impact of the scholarships and support provided by the Johnson Scholars Program will total approximately $1.6 million over the course of the project through 2015.

The college-readiness programs are monitored by Coordinators on school sites, teachers, and a district program coordinator who organizes schedules, trains and oversees mentors, and makes school site visits. The Johnson Scholarship Foundation provides a stipend for a Johnson Scholars

Coordinator to oversee the cohorts throughout their 4 years in the programs at the five participating schools. Evaluations of the programs are conducted via student and teacher feedback surveys and the tracking of student success and growth in the number of students served. Additionally, the Johnson Scholar Program reviews are conducted by the Johnson Scholarship Foundation Board. This Foundation is working to combine their efforts with the Take Stock program so that more students will be able to benefit from the program. Negotiations are currently in progress. The 2011 Johnson Scholar Cohorts will be selected at the end of the first nine weeks. After the contract for the first 20 scholarships is complete, Take Stock and the Johnson Scholarship Foundation will revisit the process before moving forward on the next potential 50 scholarships.

The District also developed, implemented, and continues to support an organized program of just-in-time services of credit recovery for secondary school students. Middle schools implemented and continue to implement *Compass Learning* and in high schools *e2020* is used. Both programs are delivered in a classroom computer-lab environment. The goal of these two programs is to accelerate students who are behind their graduation cohort due to various risk factors. The District uses a service-delivery model that supports schools through face-to-face and online training, on-site support and modeling, and frequent metric-rich feedback to principals and district academic leadership. Monitoring is accomplished on a continuous basis through the Learning Management System. Technical and academic challenges that arise are met as the need arises.

In conjunction with this recommendation, the Alternative to Out-of-School Suspension (ATOSS) was initiated about 3 years ago, just prior to the accreditation review, with only a select few schools. The ATOSS is an opportunity for suspended students to receive services at an off-campus site and receive full credit for the school work completed. Following the QAR visit and much reflection, the ATOSS program was expanded to include all schools. There are four off-campus sites around the district, but the opportunity for students to attend has expanded to *all* schools. Monitoring is done by the Alternative Education Department. Evaluation is based on the number of Out-of-School Suspension days saved, determined by each day a student attends the ATOSS program. Students will receive an out-of-school suspension if they do not attend the ATOSS program. Currently, this program has saved students over 2,500 Out-of-School Suspension days. The four ATOSS sites are located in areas with higher numbers of suspensions. Next steps include (a) securing funding to expand ATOSS sites throughout the county, and (b) continual marketing of the program among all secondary schools.

Since the accreditation-team review, 20 schools were trained in Positive Behavior Intervention Supports by Dr. Tim Lewis, Professor at University of Missouri. An additional 40 schools will be trained next year. Five Behavior Coaches were hired to assist Safe Schools in this process. RtI and Inclusion Facilitators were hired for every elementary school and for every two secondary schools. These facilitators analyze and monitor progress of academic achievement and behavioral data of students. They provide professional development and model inclusive practices and effective instructional practices to intervene and provide supports. In addition, they provide direct instruction to students in need of Tier 3 intervention. In order to increase the enrollment of minority students in Gifted Programs, Gifted nomination Forms were provided to every school in addition to the publication of the Gifted Handbook for the Palm Beach School District. Enhancements were made to Gifted Endorsement classes, presentations on Curriculum Compacting, Curriculum Differentiation through Product Development and using Plan B to

increase enrollment of underrepresented students. As a result, Gifted enrollment of minorities increased 8 percent since 2009.

Finally, although the system completed this recommendation and continues to expand on it, there is a sense of urgency to realize that the job is never complete. In the light of continuous improvement, an Alternative Educational Facilities Master Plan is being created by a diverse focus group composed of district leadership, school leaders, and community leaders. This plan will be finalized within the year and thereafter updated annually to address Alternative Education facilities modernizations, construction, and equity of access throughout the district.

Recommendation #3: Ensure effective and successful academic and career planning for the non-college bound student. (p.8)

Recommendation Status
Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports fulfillment of the recommendation.
In Progress – The district is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
Did Not Address – The district has not taken any action for one or more of the following reasons: a) it lacks the resources necessary to address the recommendation; b) it fully intends to address the recommendation but has yet to initiate action;
Rejected With Rationale Provided – The district has not taken any action because it professionally disagrees with the recommendation and does not believe that fulfillment of the recommendation will help the district improve

Recommendation Status:
□ Completed   □ **In Progress**   □ Did Not Address   □ Rejected With Rationale Provided

The District believes the status of this recommendation is *In Progress.*

Summary of Actions
Note the instructions that are provided for this section change depending on the status checked for this recommendation. See the four instructions below.

If the recommendation is "In Progress," please follow these instructions:
Please summarize the **actions** taken to date in your efforts to meet this recommendation. Describe how you are **monitoring** your progress toward meeting the recommendation. Summarize any initial results of **evaluations** of current actions. Discuss any **challenges** you are facing in addressing this recommendation and how you plan to address those challenges. Include a list of **next steps** and the anticipated date of fulfillment of this recommendation.

The District developed a number of Educational Data Warehouse (EDW) reports to assist academic and career planning with students (e.g., Individual Graduation Status Report and the SAL-P Report). In addition, The District established a partnership with the College Board to develop measures related to college and career preparedness.

Subsequent to reflecting on the Quality Assurance Reviewer's Final Report, the Facilities Management Divison (FACMAN), under the Chief Operational Officer, has formed a strategic alliance with the Chief Academic Office's Career Programs and School Choice Department to increase opportunities for students enrolled in Career and Technical Education courses to gain practical and on-the-job training. The FACMAN further provides human and material resources to the schools' career academies that help improve the curricula. Many gains have been made through this collaboration of the operations and academics divisions. An annual effort to create paid summer

internships has resulted in over 100 students receiving hands-on learning from expert mentors. The discovery that these special opportunities often prompt life-changing choices for students became apparent.

During 2008-2009, the year immediately following the QAR, 17 new Choice Programs were added to the school system. These included: (a) three IB elementary school programs; (b) one elementary Montessori; (c) one Performing Arts school; (d) six middle school Pre-Academy programs that will feed into the similar high school themed academies, including engineering, biotechnology, and medical sciences; and (e) six high school Academies including aerospace science, international business, medical sciences, fashion design, entrepreneurship and history/law. During 2009-2010, nine additional Choice Programs were added: (a) two dual language; (b) one environmental science elementary programs; (c) three middle school pre academies, including teacher education and engineering; and (d) three high school academies, including culinary arts, drafting and design, and marketing. The Industry Certification exams were provided in 2009-2010 for students who have taken career education courses. The exams allow students to be certified for the world of work in their particular area of career-course work.

The enhanced district-level collaborations have also brought the nationally known Architecture Construction Engineering (ACE) Mentor Program to two of our high schools, and the District is working to expand it. The ACE Mentor program, taught by industry professionals, seeks to enlighten high school students about opportunities in architecture, construction and engineering, and related areas. The FACMAN staff visit classrooms to provide industry overviews. In addition, excess materials from school construction sites are brought to schools with construction academies. As a result, a whole new area of curriculum has been started. Consequently, geographic information systems (GIS) programs have been introduced to the entire school system. The faculty and student response to this curriculum have been and continue to be supportive and extremely positive. The new technology has impressive capabilities that appear to help develop students' organizational abilities. Additionally, the FACMAN guides the District to become a national leader in green building. New district curricula for environmental education continue to be supported, with a full-time coordinator of conservation, recycling, and environmental stewardship.

District wide, the implementation of the Student Development Plan, which provides career education to students in grades K-12, has been successfully launched. This program includes information related to the academic, personal-social, and career domains. Students are provided with both Career Inventories and Career Education classes. At middle schools, the District began to utilize the electronic Personal Education Planner (ePEP) and the Career Interest Inventory provided to students in grade 7 through their Civics classes. At high schools, the Career Education staff began to provide Industry Certification for students wishing to become certified in certain technology fields.

In response to enhancing academic and career planning, Graduation Coaches continue to be used. This program partners the District with the Literacy Coalition to work with at-risk students to assist in removing barriers for high school graduation and post-secondary education. Presently, six schools are participating in this initiative. Also, there were rollouts of Small Learning Communities and Advancement Via Individual Determination (AVID) to six high schools. This program provides College-Bound Coaches for the students at the respective schools. The goal is to provide students with all the information necessary to be able to graduate from high school, enroll, and successfully complete college.

Finally, Exceptional Student Education (ESE) Transition Specialists work with students and teachers at high schools to prepare for post-secondary outcomes. The Transition Individual Education Plan (IEP) has been revised to include post-secondary measurable goals and formatted to develop ESE services and annual goals toward the student's post-secondary goals. In addition, professional development has been provided to increase the quality of IEPs written. Programs for Special Diploma graduates continuing to receive FAPE have been developed in collaboration with Lynn University and the County's Park and Recreation Department. These programs provide employability and social-skills training to students through the age of 22. Additional program sites are being developed in each area of the school system.

Recommendation #4: Establish and initiate an updated, forward thinking long-range plan with stakeholder involvement and input that includes:

- **An updated Academic Business Plan,**
- **An Analysis and plan for access and use of resources**
- **Strategies to improve student achievement including the graduation rate,**
- **The infusion of educational technology to enhance instruction and student learning,**
- **The articulation between and among elementary, middle and high school staff for the implementation of a seamless curriculum, and**
- **Professional development that continues to address the District's Key Results**

Recommendation Status
Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports fulfillment of the recommendation.
In Progress – The district is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
Did Not Address – The district has not taken any action for one or more of the following reasons: a) it lacks the resources necessary to address the recommendation; b) it fully intends to address the recommendation but has yet to initiate action;
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Recommendation Status:
□ Completed   □ **In Progress**   □ Did Not Address   □ Rejected With Rationale Provided

The District believes the status of this recommendation is *In Progress.*

Summary of Actions
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Since the visiting team reviewed the District, several actions were initiated with regard to this recommendation. An updated Academic Business Plan (ABP) was produced and an analysis and plan for access and use of resources was executed. Several new oversight committees have been put into action to ensure involvement of all stakeholders in the planning and monitoring of capital programs. These stakeholder meetings specifically relate to the plans from several divisions in the

district, which are being integrated into a comprehensive plan that includes: The Budget Summary, 5-Year Plan and Capital Budget, 5-Year Work Plan, Academic Business Plan, Choice Programs, and Technology Plan.

The continuous review of district operations include, but are not limited to:
- School Board Workshops (approximately six special meetings)
- Finance Committee
- The annual FLDOE Facilities Work Plan (required by statute to include 5-10-20 year plans),
- Advisory Boundary Committee boundary changes, balancing of school capacity
- Independent Sales Surtax Oversight Committee (sales tax funds review)
- Construction Oversight & Review Committee (major and minor construction projects)
- Building Committee
- Five-Year-Capital-Plan (Board required)
- NCLB Choice Options Planning Committee (receiving school and transportation for NCLB Choice with Transfer and Supplemental Educational Services [SES] compliance)
- School Facilities Committee
- TAG (Technical Advisory Committee)
- Academic Business Plan Members
- CEBLEC(Career Education Business Leadership Committee)
- Glades Master Plan Committee
- Alternative Education Master Plan Committee
- Survey Committee
- Peer Review Committee
- Quality Assurance Peer-Review Team
- All 27 municipalities via Interlocal Agreements (required by state statute for concurrency)

This recommendation raised the awareness of a need for greater input and long-range planning. Each of the prior listed plans, committees, or groups is composed of diverse stakeholder membership that collaborates to review, monitor, and implement changes in finances, facilities, student enrollment, balancing of school capacity and utilization, concurrency, Interlocal Agreements with municipalities, sales tax revenue capital plan construction to assure equitable utilization of district resources, and strategies to improve student achievement and school performance including the graduation rate.

As previously mentioned, the District created and continues to expand its comprehensive and balanced assessment system that generates data to be used to inform instructional decisions and to track student academic progress. The District provides EDW reports on how students and the system are progressing in comparison to standards, self, and others. The EDW Department provides professional development to administrators and teachers in how to analyze the reports to make just-in-time changes in strategies to improve student achievement including graduation rate. The Assessment Department provides professional development to administrators and teachers in how to involve students in making just-in-time decisions relative to their own learning and achievement.

The ABP is updated on a continual basis and includes an analysis and plan for access, use of resources, and strategies to improve student achievement including the graduation rate. The ABP maps out the resources and strategies aligned to Florida's Next Generations Sunshine State Standards and provides a scope and sequence from the Curriculum Frameworks, as well as lesson plans to improve student achievement. Educational technologies such as Gizmos, V-Math, Edge, and Read 180 were implemented to enhance instruction and student learning. Especially important to responding to this recommendation was the cross articulation of stakeholders in elementary, middle, and high schools. These articulation sessions include school staff, curriculum staff, and Reading, Math, and Science coaches. Professional development continues to improve and addresses Florida's Next Generation Sunshine State Standards, the District's Key Results, Principal and Assistant Principal Summer Institutes, as well as Reading, Math, and Science Coaches.

Long-range plans including the infusion of educational technologies to enhance instruction and student learning are in place. The recent articulation meetings among elementary, middle, and high school staff are contributing to a long-range outlook for the seamless implementation of the K-12 curriculum and professional development aligned to the District's Key Results. In line with the importance of continual professional learning, this year, the Chief of Facilities Management began to recognize division staff members who achieved 100 hours of professional development. There is an active and tracked staff development program that deploys in-house trainers and uses local educational outlets as well as online training to develop staff capabilities.

Technological enhancements to the Learning Village, which is a single point of access for instructional materials with teacher scope and sequence, course calendars, lesson plans, current news, and other resources for all K-12 core subject areas, have been paramount. Of critical mention is a curriculum organizer that was added to the Learning Village, known as the Learning Village Curriculum Organizer. This system replaces paper and binder-based distribution of materials. The lesson plans now integrate resources from textbook adoptions, BrainPOP, Discovery Education, Destination Reading and Math, and netTrekker. This provides standard resources for all teachers for lesson planning and delivery, based on alignment with state standards, District assessment calendars, and the District's Key Results.

This recommendation stimulated many other technological enhancements. Since the system's review, online textbooks were introduced with single sign-on links that provide programmatic access to users by course enrollment. This requires much less work for teachers. Additionally, electronic attendance has been implemented across the system to reduce cost as well as increase accuracy and time efficiency. The District provides extensive professional development aligned with the District's Key Results and infuses enhanced technologies throughout the school system. For example, an assistive technology and augmentative communication specialist was assigned to clusters of schools. Read and Write Gold (text-to-speech software) is available at every school on every computer. Augmentative communication devices are available to non-verbal students. Edline is the communication portal for schools, parents, and students.

In high schools, e2020 (Education2020) was selected as the District standard for high school credit recovery in response to new high school accountability requirements. Guidance counselors at the local high schools enroll students in appropriate E2020 courses and classroom teachers facilitate the courses at the school. Students are able to work at an accelerated pace at school and home allowing them the opportunity to meet their graduation goals. There was never a standard for online credit recovery in all schools. Nonetheless, implementation of this enterprise software and the initial staff

training has been completed. Evidence of implementation and success was and continues to be measured by student enrollment in courses and credit completions. Fidelity checks via classroom walkthroughs and principal consultations are regular occurrences. Since the QAR final report was received, ReadOn was selected as the District Standard for high school Intensive Reading and is intended to serve students reading below grade level. The application is diagnostic and prescriptive allowing differentiated reading support. Data monitoring, fidelity checks, and principal consultations are yielding positive results.

CompassLearning Odyssey was selected as the District standard for middle school credit recovery in response to the infusion recommendation and new accountability requirements. Guidance counselors at the local middle school enroll students in appropriate courses and classroom teachers facilitate the program. The program allows students who are falling behind during the school year in one subject to make up course work so they can move on to the next grade. Additionally, students academically lagging by 1 year or more have the opportunity to get caught back up if they commit to entering a rigorous year-long program offered at the beginning of the school year at their respective middle school. Scholastic Read 180 was selected as the District standard for middle school Intensive Reading and is intended to serve students reading below grade level and Vmath was selected as the District Standard for middle school Intensive Math and is intended to serve students performing below grade level.

In addition to the depth of reflection and responses to this recommendation, most departments offer distance-learning opportunities aligned to the District's Key Results. For example, the Prevention Center offers three online courses for teachers: (a) one that addresses improved school climate through character education, which improves student achievement; (b) one on teaching tobacco prevention; and (c) one on substance abuse prevention. Students who smoke and use other drugs demonstrate poor school performance, low aspirations, school absences, and increased dropout rates. The Character Education courses are evaluated through utilization, completion of required implementation strategies, completion rates, and pre and post surveys, which indicated high utilization rate and increased teacher knowledge. Teachers who have taken the courses demonstrate increased knowledge about tobacco prevention strategies. Over 10,000 students have been taught tobacco lessons. Students clearly knew the dangers of tobacco and how advertising is used to influence their thinking. A significant majority of students said: "I know how to say no assertively if someone pressures me to smoke" and "I choose not to smoke." The Prevention Center also offers Cognitive Coaching^{SM} which provides participants with tools, skills and maps for coaching on the areas of planning, reflecting, and problem resolving. Program effectiveness has been measured by utilization, and reflection, and has had positive results.

Notice below that since the accreditation visit in April of 2008 the District has significantly expanded the use of the SpringBoard® English Language Arts Pre-AP curriculum to increase rigor, improve student achievement, and expand student access to AP courses. SpringBoard® program participation from 2006-2010:

Year	Total Students
FY06	1,503
FY07	1,371

FY08	4,402
FY09	16,304
FY10	7,604

In conjunction, an AP Summer Enrichment Program was established in 2009 for C and D schools in the Advanced Placement Incentive Program (APIP) grant and the Smaller Learning Communities (SLC) grant. The program was designed to promote critical thinking skills and participation in STEM courses and to serve as a support for students enrolled in or considering enrolling in AP courses. AP Saturday Success Academies were created beginning in December 2010 to provide extended learning opportunities for struggling AP students. Schools were provided with lessons, resources, assessments and materials for the most commonly taught AP courses (English Language, English Literature, Calculus AB, Environmental Science, Statistics and US Government & Politics) via TrainU. Schools could use these materials as needed for Saturday or weekday after school tutorials. Administrators, district specialists and trained consultants conducted SpringBoard® classroom walkthroughs to monitor this initiative. The AP Summer Enrichment Program and AP tutorials are overseen by Principals, Assistant Principals, on-site Coordinators, and on-site visits by district staff. Student achievement data from EDW, teacher self-evaluation, student portfolios, feedback surveys, SpringBoard® implementation rubrics, and student tutorial attendance sheets are used to measure its success. However, notice SpringBoard® implementation was altered in the fall of 2009 in response to a district-wide strategy to address Adequate Yearly Progress. Schools that had originally planned to implement the program schoolwide were required to limit their implementation. SpringBoard® was not offered to Level 1 or 2 students enrolled in an Intensive Reading course. However, effected schools offered SpringBoard® to Level 3, 4, and 5 students and some offered SpringBoard® to Level 1, 2 and fragile Level 3 students as an elective in a study critical thinking class. The development of AP Saturday Success lesson plans for several subject areas is still pending.

Vertical Team workshops were conducted with core subject area middle and high school teachers. The workshop topics were selected in collaboration between the Safe Schools and Curriculum departments. Training was provided by College Board consultants.

DATES	Pre-AP and Vertical Team Workshop Topics
September 23, 2009	Strategies in Science: Inquiry Based Labs
September 30, 2009	SAT Writing
October 7, 2009	Strategies in Mathematics: Analyzing and Describing Data
October 14, 2009	Strategies in Social Studies: Using Visual Materials in MS Classroom
October 28, 2009	Topics for Vertical Teams in English
November 4, 2009	Advanced Topics for AP Vertical Teams in Mathematics - Assessment

The AP Achievement Institute workshop highlighted the need for further vertical articulation between middle and high schools. The College Board is designing a workshop to meet this need and

the District will investigate the possibility of offering it in 2010-2011. Notice below the professional development that continues to address the District's Key Results:

Dates	Workshop Title
June and August 2009	SpringBoard® Pre-AP program Advanced and Initial Training Institute
June 8, 2009	AP English Language and Composition AP Human Geography
June 9, 2009	AP Environmental Science AP Statistics
June/July 2009	AP Summer Institutes (5 funded by APIP grant)
September – November 2009	6 Pre-AP and Vertical Team workshops (see above)
October 2009 – April 2010	AP Roundtable groups meet
November 11, 2009	AP/IB mini-conference
October and December 2009, February, April and May 2010	Advanced Placement Achievement Institute and Follow Up Training (11 schools attended: 50 administrators and 50 teachers)
February 8-9, 2010	AP Potential Training
February 26, 2010	AP/IB mini-conference
March 24-25, 2010	SAT Test Administration Training
October 2009	Realizing the College Dream (ECMC College Readiness curriculum)

The following table shows the Professional Development that is currently planned for the summer of 2010:

Dates	Workshop Title
June and August 2010	SpringBoard® Pre-AP program Advanced and Initial Training Institute
June 14-18, 2010	AP Summer Conference (AP Summer Institute workshops in the

	following subject areas: English Language, Statistics, Environmental Science, Human Geography, US History)

Following the College Readiness Diagnostic, further professional development will be planned based on indicated need. The District's Single School Culture © for Academics (SSC-A) initiative directly connects to this recommendation and continues to develop and improve on professional development that addresses the District's Key Results. For instance, trained Learning Team Facilitators (LTFs) are now assigned by the District to selected high-need and low-performing schools to facilitate Learning Team Meetings (LTMs), which are Professional Learning Communities. LTMs are regularly scheduled and structured meetings in which teachers follow specific protocols to collaborate, reflect, and discuss issues that include assessments, standards, student work, and/or instructional strategies. Teachers share ideas for standard-based lessons and evaluate the effectiveness of lessons, assignments, assessments, and instruction during the meetings. Based on the identified needs of the students, these meetings provide the teachers with just-in-time, job-embedded professional development. Additionally, LTFs are provided with monthly training to hone their facilitation skills and improve their content and pedagogical knowledge in order to provide teachers with current and relevant instructional support.

The SSC-A Management Team continuously ensures the quality of the staff development by monitoring the implementation and fidelity of the LTMs. This is done through the tracking of daily reports, LTM visits, and observations. Emphasis is on providing LTFs with scaffolding and feedback to improve facilitation skills and LTM fidelity. Retention of high-quality LTFs is an ongoing challenge. Many LTFs choose to apply for and obtain administrative positions within the District. Due to their instructional leadership skills and experiences gained from their LTF position, many LTFs are sought after by principals and other district departments. This past year, principals assisted the SSC-A Management Team in filling vacant LTF positions. Often times, principals chose to interview and hire teachers from their school and they have proven to be successful LTFs. Next steps involve the adaptation of the Learning Team Meeting processes to include Lesson Study Groups, which has been mandated by the state.

The District's always improving Single School Culture © for Behavior initiative also supports the QAR Visiting team's fourth recommendation. Single School Culture © for Behavior provides professional development in classroom management skills by utilizing the CHAMPS Classroom Management model. Though training has been available for all schools, the focus has been on creating some exemplars for the rest of the District. Coaches have been assigned to schools to work with administration and staff in developing and implementing effective strategies for behavior management. One hundred percent of the school staff at each of the targeted schools has been trained in the CHAMPS Classroom Management model. The trained school staff is responsible for monitoring and implementing the classroom management system. District support for the school staff is provided by district CHAMPS coaches on an as needed basis. Successful implementation of this classroom management system is intended to reduce the number of discipline referrals and days of out-of-school suspensions. The preliminary data indicate a reduction in both categories. The challenges are in balancing the importance of the social-emotional initiatives with the academic programs and in convincing all stakeholders that positive and proactive behavioral practices can significantly contribute to the students' academic success. Next Steps will include continuing school training, monitoring, and support.

Finally, the District School-wide Positive Behavior Support (SwPBS) program supports this recommendation. In fact, leadership refers to a single district culture that encompasses norms across the system. SwPBS is a process to establish a positive whole-school social culture that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior for all students. The District began implementation of this approach after the accreditation visit in 2009-2010 with the first phase of training for a pilot group of 25 schools. Training of 60 additional schools for next year has already been initiated. Schools are monitored utilizing SwPBS evaluation tools to determine if staff and students have met thresholds for buy-in and implementation. Although evaluations of the first 25 schools just started, the early findings are that many schools will continue with the implementation next year. The challenges have included the increased focus on academic initiatives and in helping stakeholders in understanding the importance for taking time to address students' education in social skills. Over the next 3 years, all schools will be trained, monitored, and evaluated on the initial phase of the SwPBS process. School PBS teams will be provided with skill sets to address many social-emotional and behavioral issues.